



North Carolina School Executive:  
**PRINCIPAL**  
**EVALUATION PROCESS**



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

### Principal Summary Evaluation Rating Form (Required)

This form is to be jointly completed by the principal and superintendent or designee during the summary Evaluation Conference conducted at the end of the year.

Name: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_ District: \_\_\_\_\_

Date Completed: \_\_\_\_\_ Evaluator's Title: \_\_\_\_\_

### Standard 1: Strategic Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>A. School Vision, Mission and Strategic Goals:</b> The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.					
<b>B. Leading Change:</b> The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.					
<b>C. School Improvement Plan:</b> The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.					
<b>D. Distributive Leadership:</b> The school executive creates and utilizes processes to distribute leadership and decision making throughout the school.					
<b>Overall Rating for Standard 1</b>					

<p>Comments:</p>       <p>Recommended actions for improvement:</p>       <p>Resources needed to complete these actions:</p>	<p><b>Evidence or documentation to support rating:</b></p> <ul style="list-style-type: none"> <li>___ School Improvement Plan.</li> <li>___ NC Teacher Working Conditions Survey.</li> <li>___ Evidence of School Improvement Team.</li> <li>___ Student achievement and testing data.</li> <li>___ Statement of school vision, mission, values, beliefs and goals.</li> <li>___ Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements.</li> <li>___ Evidence of shared decision making and distributed leadership.</li> <li>___ 360 Feedback.</li> <li>___ _____</li> <li>___ _____</li> <li>___ _____</li> </ul>
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## Standard 2: Instructional Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment:</b> The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.					
<b>B. Focus on Instructional Time:</b> The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time.					
<b>Overall Rating for Standard 2</b>					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

**Evidence or documentation to support rating:**

- \_\_\_ School Improvement Plan.
- \_\_\_ NC Teacher Working Conditions Survey.
- \_\_\_ Student achievement and testing data.
- \_\_\_ Student drop-out data.
- \_\_\_ Teacher retention data.
- \_\_\_ Documented use of formative assessment instruments to impact instruction.
- \_\_\_ Development and communication of goal-oriented personalized education plans for identified students.
- \_\_\_ Evidence of team development and evaluation of classroom lessons.
- \_\_\_ Use of research-based practices and strategies in classrooms.
- \_\_\_ Master school schedule documenting individual and collaborative planning for every teacher..
- \_\_\_ 360 Feedback.

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### Standard 3: Cultural Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>A. Focus on Collaborative Work Environment:</b> The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school's culture.					
<b>B. School Culture and Identity:</b> The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.					
<b>C. Acknowledges Failures; Celebrates Accomplishments and Rewards:</b> The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.					
<b>D. Efficacy and Empowerment:</b> The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.					
<b>Overall Rating for Standard 3</b>					

<p>Comments:</p>     <p>Recommended actions for improvement:</p>       <p>Resources needed to complete these actions:</p>	<p><b>Evidence or documentation to support rating:</b></p> <p><input type="checkbox"/> School Improvement Plan.</p> <p><input type="checkbox"/> School Improvement Team.</p> <p><input type="checkbox"/> Documented use of School Improvement Team in decision-making.</p> <p><input type="checkbox"/> NC Teacher Working Conditions Survey.</p> <p><input type="checkbox"/> Student achievement and testing data.</p> <p><input type="checkbox"/> Teacher retention data.</p> <p><input type="checkbox"/> Existence and work of professional learning communities.</p> <p><input type="checkbox"/> Recognition criteria and structure utilized.</p> <p><input type="checkbox"/> Evidence of shared decision-making and distributed leadership.</p> <p><input type="checkbox"/> 360 Feedback.</p> <hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px solid black;"/>
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### Standard 4: Human Resources Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>A. Professional Development/Learning Communities:</b> The school executive ensures that the school is a professional learning community.					
<b>B. Recruiting, hiring, Placing and Mentoring of Staff:</b> The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.					
<b>C. Teacher and Staff Evaluation:</b> The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.					
<b>Overall Rating for Standard 4</b>					

**Note:** If the school’s teacher turnover rate, according to the school report card, is above the state average and/or identified as a problem in the school improvement plan, it must be addressed here along with recommendations for improvement. If the turnover is equal to or lower than the state average, the principal must set a goal to at least maintain that rate.

School’s Teacher Turnover Rate during previous school year: \_\_\_\_\_

School’s Teacher Turnover Rate for current school year: \_\_\_\_\_

State’s Teacher Turnover Rate for current school year: \_\_\_\_\_

Teacher Turnover Rate goal for next school year: \_\_\_\_\_

**Recommendations to achieve teacher turnover goal for next school year:**

<p>Comments:</p>          <p>Recommended actions for improvement:</p>          <p>Resources needed to complete these actions:</p>	<p><b>Evidence or documentation to support rating:</b></p> <ul style="list-style-type: none"> <li>___ School Improvement Plan.</li> <li>___ NC Teacher Working Conditions Survey</li> <li>___ Student Achievement and testing data</li> <li>___ Teacher retention data</li> <li>___ Master school schedule documenting individual and collaborative planning for every teacher</li> <li>___ Number of National Board Certified Teachers</li> <li>___ Number of teachers pursuing advanced degrees, licensure, National Board certification etc.</li> <li>___ Record of professional development provided staff and impact of professional development on student learning</li> <li>___ Mentor records and beginning teacher feedback</li> <li>___ Teacher professional growth plans</li> <li>___ 360 Feedback.</li> <li>___ _____</li> <li>___ _____</li> <li>___ _____</li> </ul>
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### Standard 5: Managerial Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>A. School Resources and Budget:</b> The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.					
<b>B. Conflict management and Resolution:</b> The school executive effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.					
<b>C. Systematic Communication:</b> The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.					
<b>D. School Expectations for Students and Staff:</b> The school executive develops and enforces expectations, structures, rules and procedures for students and staff.					
<b>Overall Rating for Standard 5</b>					

<p>Comments:</p>         <p>Recommended actions for improvement:</p>         <p>Resources needed to complete these actions:</p>         	<p><b>Evidence or documentation to support rating:</b></p> <ul style="list-style-type: none"> <li>___ School Improvement Plan.</li> <li>___ NC Teacher Working Conditions Survey.</li> <li>___ Master school schedule documenting individual and collaborative planning for every teacher.</li> <li>___ School safety and behavioral Expectations.</li> <li>___ School financial information.</li> <li>___ Dissemination of clear norms and ground rules.</li> <li>___ Evidence of ability to confront ideological conflict and then reach consensus.</li> <li>___ Evidence of formal and informal systems of communication.</li> <li>___ 360 Feedback.</li> <li>___ _____</li> <li>___ _____</li> <li>___ _____</li> </ul>
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## Standard 6: External Development Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>A. Parent and Community Involvement and Outreach:</b> The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school.					
<b>B. Federal, State and District mandates:</b> The school executive designs protocols and processes in order to comply with federal, state and district mandates.					
<b>Overall Rating for Standard 6</b>					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

**Evidence or documentation to support rating:**

- \_\_\_ Parent involvement in School Improvement Team.
- \_\_\_ NC Teacher Working Conditions Survey.
- \_\_\_ PTSA/Booster club operation and participation.
- \_\_\_ Parent survey results.
- \_\_\_ Evidence of community support.
- \_\_\_ Number and use of school volunteers.
- \_\_\_ Plan for shaping the school's image throughout the community.
- \_\_\_ Evidence of business partners and projects involving business partners.
- \_\_\_ 360 Feedback.

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## Standard 7: Micro-political Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>A. School Executive Micro-political Leadership:</b> The school executive develops systems and relationships to leverage staff expertise and influence in order to influence the school's identity, culture and performance.					
<b>Overall Rating for Standard 7</b>					

<p>Comments:</p>   <p>Recommended actions for improvement:</p>   <p>Resources needed to complete these actions:</p>   	<p><b>Evidence or documentation to support rating:</b></p> <p>___ NC Teacher Working Conditions Survey.</p> <p>___ Teacher retention data.</p> <p>___ Evidence of visibility and accessibility.</p> <p>___ Evidence of shared decision making and distributed leadership.</p> <p>___ 360 Feedback.</p> <p>_____</p> <p>_____</p> <p>_____</p>
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\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent or Designee Signature

\_\_\_\_\_  
Date

Comments Attached: \_\_\_Yes \_\_\_No

\_\_\_\_\_  
Superintendent or Designee Signature

\_\_\_\_\_  
Date

*Note: The principal's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the evaluator and may reply in writing. The signature of the supervisor verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education policy for Principal Evaluation process.*





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